
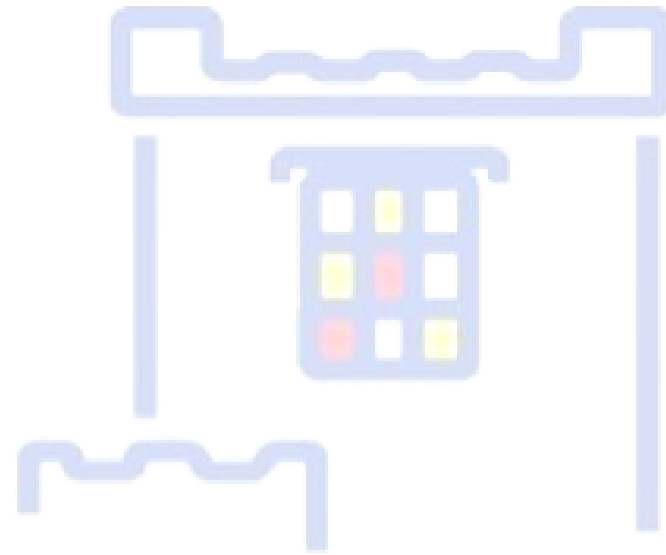


Gross Motor Skills		
Negotiate space and obstacles safely Spatial awareness	Developing strength, balance and coordination	Move energetically
<p>Confidently crawl and climb in, out, over and under obstacles (proprioception).</p> <p>Can find space to play games that need larger areas, e.g. ball games, building with large loose parts.</p> <p>Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception).</p> <p>Rides trikes, balance bikes, scooters and scooter boards / floor surfers confidently around the setting avoiding other people and objects.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Static and dynamic balance on a range of equipment and obstacles, e.g., logs, planks and blocks, knowing to put their arms out to help them when they are unsure.</p> <p>Stand on one leg and hold a pose for a game like musical statues.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Build using a wider variety of heavier loose parts, e.g. tyres.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Creates lines and circles pivoting from the shoulder and elbow (shoulder and elbow articulation).</p> <p>Able to sit on the carpet and on chairs for increasing amounts of time using core strength to keep them upright and stable.</p> <p>Continuing to develop bilateral integration.</p> <p>Can cross the midline, e.g. touching opposite toes with opposite hands.</p>	<p>Can skip and hop and is developing strength and confidence when running, jumping and climbing.</p> <p>Is developing stamina when walking, beginning to walk further distances.</p> <p>Is beginning to learn to swim.</p> <p>Is active for at least 180 minutes per day (UK Chief Medical Officer’s Physical activity guidelines).</p> <p>Beginning to say in simple terms why we need to be active.</p>
Prompting Questions for deeper thinking		
<p>Which is the best place in Nursery to play ball games? Why?</p> <p>Tell me, what do I need to do to move the scooter? Which parts of my body do I need?</p> <p>How can I run around in Nursery and stay safe?</p>	<p>Can you show me how you can balance on the box / plank / log? Can you show me how you stand on one foot? What do you need to think about?</p> <p>How can we carry the xxx to the xxx? How many people do we need?</p> <p>Can you show me how you try to catch the big ball?</p>	<p>Why is it important that we run around and get out of breath?</p> <p>How does our body change when we exercise?</p> <p>What is your favourite exercise?</p>
Key Vocabulary		
<p>crawl, space, over, under, quickly, safely</p>	<p>climb, grab, balance, carry, streamers, opposite</p>	<p>skip, hop, swimming, healthy, exercise</p>

AUTUMN		SPRING		SUMMER	
Links to Get Set 4 PE Scheme					
Introduction to PE Unit 1	Dance Unit 1 Actions, Dynamics, Space & Performance	Gymnastics Unit 1 Shapes, Balances, Rolls & Jumps	Fundamentals Unit 1 Running, Balance, Jumping, Hopping & Skipping	Balls Skills Unit 1 Sending, Catching, Tracking & Dribbling	Games Unit 1 Sending & Receiving, Dribbling, Attacking & Defending and Space
<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path</p> <p>Begin to identify personal success.</p>	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Run and stop with some control.</p> <p>Explore Skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together</p>	<p>Drop and catch with two hands.</p> <p>Run and stop when instructed.</p> <p>Move a ball with feet</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Hit a ball with hands.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	
Key Vocabulary					
balance bend rules jog hop direction fast jump land run throw safely safe slow space stop	low shape travel action direction finish position high move quickly slowly space counts	Around copy land balance roll star through hold over shape still bend jump rock squeeze straight travel	balance agility record drive bend hold fast copy jump land run safely hop slow space still stop squeeze travel	bounce dribbling catch hit kick partner points ready roll run score target throw ball	pass team space throw catch run direction score points partner jump land rules aim safely stop lose win
Social, Emotional Thinking Progression					
Social development		Emotional Development		Progression of Thinking	
<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>		<p>Try again if they do not succeed.</p> <p>Practice skills independently.</p> <p>Confident to try new tasks and challenges</p>		<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	

Fine Motor Skills

Pencil Grip (CUSP Early Foundations Writing Link)	Tools and fixings CUSP Early Foundations EAD Art and Design Technology Focus Link)	Drawing CUSP Early Foundations EAD Art and Design Technology Focus Link)	Sculpting CUSP Early Foundations EAD Art and Design Technology Focus Link)
<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Use static tripod grip (may already use dynamic tripod grip).</p>	<p>Use scissors accurately.</p> <p>Begin to use cutlery accurately.</p> <p>With supervision, use staplers and hole punches safely.</p> <p>Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately.</p> <p>Begin to use treasury tags.</p> <p>With supervision, begin to use an age appropriate hammer and screws (goggles and gloves).</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings, like happiness, sadness, fear, etc.</p> <p>Form the first five pre-writing shapes accurately.</p>	<p>Use playdough and plasticine to sculpt specific ideas.</p> <p>Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.</p>
Prompting Questions for deeper thinking			
<p>Tell me, how do I use the scissors to snip the xxx?</p> <p>Show me how you hold your pen/ pencil.</p> <p>What different marks can you make? Can you draw a square? (Notice accuracy of start point and direction.)</p> <p>Which hand is most comfortable when you are drawing?</p>	<p>Can you find a ... how can we fix it to the ...? What tool are you using? How do you use it safely?</p> <p>Which fixing will be best for...?</p>	<p>What do you need to put on the person you have drawn? What could you use to help you?</p> <p>I like xxx what idea are you trying to show? How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why?</p>	<p>How is dough different to Plasticine? Which is easier to make things with?</p> <p>Can you tell me how you created that xxx? What did you need to do with the Plasticine / dough?</p> <p>How can I make a xxx what will I need to do with the dough / Plasticine?</p>
Key Vocabulary			
scissors, cutting snipping, grip, hold, press	stapler, hole punch, treasury tag, tools, goggles, safely	shape, lines, drawing, wavy, straight	plasticine, squash, squeeze, pull, push
Stories that could unlock this learning include:		Five ideas for enhancements	
		<ul style="list-style-type: none"> • Climb a tree like Claire and her sisters in Splash (risk assessed / forest school). • Make castles out of boxes like Claire and her sisters. • Use different senses to work out what is in feely bags • Run around and notice the changes in your body. How does your breathing change? Can you feel your heartbeat and your pulse? Look in the body book to find information. • Draw / trace the human skeleton / do a skeleton puzzle / play operation with tweezers. 	



CASTLE PARK SCHOOL

Learning For Life